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ABSTRACT

A tribute to the work of Ann Berthoff, this book--a collection of 6 poems and 21 essays--explores issues in the philosophy and teaching of composition. Each of the five sections is introduced with a poem by Marie Ponsot. Essays and their authors consist of (1) "Genre Theory, Academic Discourse, and Writing within Disciplines" (James F. Slevin); (2) "Knowing Our Knowledge: A Phenomenological Basis for Teacher Research" (C. H. Knoblauch and Lil Brannon); (3) "Burke and the Tradition of Democratic Schooling" (John Clifford); (4) "Composition and English Departments, 1900-1925" (John Brereton); (5) "The Reading of Reading: I. A. Richards and M. J. Adler" (David Bartholomae); (6) "Discovering the Forms of Academic Discourse" (Robert M. Holland, Jr.); (7) "Toward a Hermeneutics of Difficulty" (Mariolina Salvatori); (8) "The Dialogue of Chaos: An Unthinkable Order" (Hephzibah Roskelly); (9) "Reading, Writing, and the Dialectic since Marx" (Judith Goleman); (10) "Metaphor and the Order of Things" (Paul Kameen); (11) "The Discovery of Meaning: Emerging Evaluative Structure in a Student Narrative" (Eleanor Kutz); (12) "Reaching for Understanding: A 'Capacity-Based' Approach to Learning" (Pat D'Arcy); (13) "Auditing the Meaning of the MOVE Report" (Susan Wells); (14) "Interpretation in a Place Between" (Angela G. Dorenkamp); (15) "On Filters, Hinges, and Windows" (Ann Raimes); (16) "Thinking beyond Imagination: Participating in the Process of Knowing" (Vivian Zamel); (17) "Structuralism, Mediation in Psychoanalysis, and the Student 'Who Just Can't Write'" (Neal Bruss); (18) "The Lively Order: The Author's Authority and the Teacher as Monarch" (Rosemary Deen); (19) "How To Write Like Gertrude Stein" (Philip M. Keith); (20) "Reclaiming Digression" (Sandra Schor); and (21) "Romancing the Prose" (Louise Z. Smith). (MM)